

# Finished Business Men to Come From This College

Antioch, Ancient Ohio Institution, Has New President and Board of Trustees Who Will Inaugurate Six Year Practical Course for Self-Supporting Students Designed to Fit Its Graduates for Highest Commercial Positions Once They Complete Research Work

A COLLEGE to develop young men and women who will be able immediately after graduation to take charge of virtually all kinds of industrial plants and business houses as proprietors or executives.

A college which will not only save the students from all expenses for tuition and board, fees of every kind and charges for books, but which itself will be supported and expanded by the students' own efforts.

A college which will have around it a fringe of plants, factories, business and financial houses conducted by students under specially trained leaders.

A college whose buildings will be constructed by students under supervision, and whose maintenance charges will be met by students.

A college whose entrance requirements will compel all who want to matriculate to pass tests showing intelligence of high order, excellent physical condition and fine character.

A college that will aim at both practice and theory, the students pursuing studies part of the time and working in plants, factories and business houses virtually all the remaining time.

A college which will set as its standard a cultural development fairly equivalent to the liberal arts institutions now existing and yet will enable the students to make short cuts to high stations in the economic life of the country.

A college with a six year course.

SUCH a college is about to be developed in Ohio, under the direction of a Quaker, a civil and hydraulic engineer of wide reputation in his profession and a man under whose guidance almost as much money was spent in the construction of dams and other engineering enterprises in the Miami Valley as was spent in the digging and construction of the Panama Canal.

This engineer who is trying to revolutionize American education is Arthur Ernest Morgan, the newly elected president of Antioch College, an institution that has been more or less moribund, at Yellow Springs, Ohio, for many years. Antioch has a beautiful setting, the natural scenery comparing favorably with the best at any institution of learning in the country. Gazetteers will inform those sufficiently interested to investigate that the country thereabouts is noted for its beauty. Antioch has a gem of a lake and a magnificent canyon. The college was founded in 1853 and was the first in the country to admit women on equality with men in all courses of study, though not the first to provide coeducation for the sexes. Antioch got into such a dry rut several months ago that something had to be done. Mr. Morgan was one of the trustees. He had large engineering interests, travelled extensively around the country, but the germ of an educational idea that had been in his mind for years led him to accept the presidency of the college. This germ had been tested in a small way and had proved a success.

Here is how it was done. Mr. Morgan married a Wellesley College graduate, who had fitted herself for teaching. As a student she had won high honors. In his profession Mr. Morgan had seen many technical schools and college graduates who were well equipped with theories but lacked the training for stepping into important tasks. He came to the conclusion that the system of education needed revision, so he and his wife started at the bottom.

## New Type of School Launched

### In a Borrowed Greenhouse

One day Mr. Morgan called on C. F. Kettering, now chief engineer of the General Motors Corporation, who has a beautiful estate in Moraine Park, Dayton, Ohio. Mr. Kettering had built on it a large greenhouse, partly for experimental purposes. He wanted to devise some way of making starch with as much ease as do plants.

"Let me have your greenhouse," said Mr. Morgan.

"What do you want with it?" asked Mr. Kettering.

"I want to use it as a school for children," was the reply.

Mr. Kettering gave the permission, and the new type of school was launched. Briefly, its system was based on making studies interesting to children from the kindergarten age up to 12 or 14. The greenhouse was divided into several compartments, representing a printing house, a bank, a store, &c. It was a miniature municipality. To run the little printing house, bank, &c., the children had to know arithmetic, writing and reading. With Mrs. Morgan's assistance the school became so successful that the demand for admission far exceeded the accommodations.

So when Antioch College, whose first president was Horace Mann, was almost gasping its last breath Mr. Morgan decided that the Moraine Park school principle should be applied to the higher realm of education. In travelling around the country he unfolded his ideas to many business and professional men as well as educators. It has reorganized the board of trustees and has induced these, among others, to serve on the new board:

Frank A. Vanderlip, the New York capitalist and financier; Joseph P. Colton, law partner of William G. McAdoo, former Secretary of the Treasury; Gordon Reuttschler, a prominent manufacturer of Hamilton, Ohio; Ellery Sedgwick, editor of the *Atlantic Monthly*; C. F. Kettering, chief engineer of the General Motors Corporation; William Mayer, chief engineer of the Ford organization; Jerome Greene, formerly secretary of the General Education Board, and Edward F. Gay, editor of the *New York Evening Post*.

In addition to the trustees Mr. Morgan

has enlisted the services of an advisory committee which includes Prof. Edwin Grant Conklin of the department of biology at Princeton and one of the world's leading scientists in his field. At one time Mr. Morgan's wife studied under Prof. Conklin when the latter was connected with the University of Pennsylvania faculty.

While Mr. Morgan was consulting Prof. Conklin at Princeton on the features of the new educational scheme the Quaker college president was interviewed for *THE NEW YORK HERALD*. Mr. Morgan is of tall and powerful build but without corpulence. He has a kind of lean and hungry look, rather gaunt, with large bones and steel sinews, a smooth shaven and earnest face of dark complexion, bluish eyes and dark hair, streaked with gray. He talks forcibly and persuasively, without jarring notes.

"Are you going to lay any emphasis on the classics, Greek and Latin?" he was asked.

"No; they are, so to speak, the verniform appendix of education," he replied. "We may have some fundamental instruction in the classics, but they will be only a minor feature. Modern culture does not require them. Modern languages? Yes, they will receive due attention. But the point we are after is this: We want to turn out graduates who will step at once into the proprietary and high executive class without being forced to pass years of training in the industries and business houses."

"Will you give the college some distinctive name?"

"I have not given that matter any thought," was his quick reply. "Of course I am going on the assumption that the name of Antioch College will be preserved."

Mr. Morgan's opinions run along lines similar to those expressed by Dr. Charles W. Eliot, president emeritus of Harvard, who, in speaking at a conference of New England educators a few days ago said:

"Very few Americans can hear straight and see straight. There are some very important changes needed in the American school. I think it is fundamental that we have new methods of instruction, of discipline and of training. There is all too common an opinion that there is no useful training except unattractive, repulsive training. This is just the opposite of the truth for child or adult."

## Outlines His New System

### To Make Education Attractive

It is to make education attractive that Mr. Morgan has formulated his system, which has no counterpart in the American educational world, though it has some features common to those of a few institutions. Here is the outline of the new system in Mr. Morgan's words:

"In order intelligently to outline a curriculum for Antioch it is desirable to have clearly in mind the product we are aiming at, the raw material we will have available and the facilities which will be afforded for turning the raw material into the finished product.

"First, as regards the product. The underlying aim at Antioch is to prepare men and women to take an effective and intelligent part in the tremendous readjustment of life and society which the coming years are to witness; and also to enable them to have an intelligent and orderly philosophy of the significance of life and of their place in society. As conditions necessary to enable them to fulfill these aims it is desirable:

"First, that they be economic assets to society through being self-supporting by their productive effort; second, that they be physically sound and able from a biological standpoint to reach their full possibilities; third, that they should have the knowledge, outlook, judgment and imagination which are the characteristics of intelligent, educated and trained men, which requires that they have a fundamental acquaintance with each of the main departments of human knowledge and interest; and fourth, that they shall be controlled by enlightened moral convictions and by moral enthusiasm which will lead them to commit themselves wholeheartedly to the fulfillment of these personal and social purposes. The curriculum of the school should be considered as a process for bringing about this product."

It will be noticed that throughout his outline President Morgan uses the language of the business world, as his paramount idea is to meet the needs of the country's economic structure. His method of approval has brought to him as a result the support of many industrial and business men.

President Morgan then discussed the problem of "raw material," by which he meant the students seeking education along the new type. He said:

"The product cannot exceed in quality the essential quality of the raw material. It is part of the Antioch programme to have this point given exceeding care in the selection of the student body. In building the curriculum we think it may be assumed that the student body for which it is built will be young men and women of serious purpose, of fairly well balanced personality, at least of grade A intelligence as measured by the army intelligence tests, and of a degree of maturity equal to that of graduates of a first class four year high school course, although preparation may have taken some other form than the completion of such a course.

"Some of the students will require a course of a preparatory nature to bring them up to consistent entrance standards. We should prepare a schedule of common and secondary school accomplishments which we consider imperative. Beginning students then would be required to meet this schedule in preparatory classes if they are not prepared upon arrival.

"Now let us take up the production process. The programme for Antioch College, in so far as the main body of students is concerned, contemplates an approximately equal division of time between school work and financially productive work. The period of alternation has been set at from two weeks to four weeks.

"We estimate that it will require about

Main building of Antioch College, Yellow Springs, Ohio, where an innovation in cultural work soon will be under way. Portraits below are the new president (in centre) and two of the trustees.



JEROME D. GREENE.



ARTHUR E. MORGAN, PRESIDENT.



FRANK A. VANDERLIP.

six years of the average student's time to accomplish the result aimed at in our programme. It is our hope that we shall be able to measure the student's actual accomplishment and give him credit for such accomplishment rather than for the number of hours spent in any given subject.

"Of the calendar year three months, or thirteen weeks of the summer, will be used for vacation. Three weeks during the remainder of the year, including midwinter and other vacations and the necessary time lost at the beginning and end of the term, will not be available for class work. This will leave thirty-six weeks for the school year, which will be divided into two terms, or semesters, of eighteen weeks each. The chief objections to a school programme running through the twelve months are, first, that the teaching force should not be required to give twelve months of uninterrupted service, and second, that the students cannot meet their necessary budgets without three months of full time work.

"The total study time available will be half the students' time for thirty-six weeks each year for six years. As a reasonable amount of work for the student to carry I would advise forty-five hours a week during school weeks. This would be divided approximately thus: One-third to lectures and recitations and two-thirds to preparation or laboratory. The student would spend some time in his study during his work periods, so that he might not spend more than forty hours a week during his school periods.

"The college is to have vocational courses and also cultural, or liberal arts courses, such as would lead to the degree of bachelor of arts and possibly to the degree of master of arts. In the allotment of total school time between cultural and vocational education we believe that an approximate equal division would be wise. One of the fundamental decisions to be reached by our advisory committee is the proper division of time between the various phases of cultural education."

## Minimum Cultural Curriculum

### To Be Assigned in Specific Detail

President Morgan then took up the minimum cultural curriculum. "The aim of the cultural subjects in the vocational courses is to give the student the outlook and discipline of mind of the educated man in the various fields of human knowledge," he said. "The time that such a student can give to cultural education is limited. In this limited time we want him to get a fundamental knowledge of every one of the main departments of knowledge.

"The student himself will not have the maturity and judgment to choose properly such studies as will give him the type of cultural education we want him to have. Therefore, I believe that this part of his work, which we call the minimum cultural curriculum, must be assigned to him in specific detail and that within this field there should be very little opportunity for election on his part. If he has covered the minimum requirements he should have a wide freedom of election for further pursuit of such cultural subjects as may appeal to him."

In discussing the vocational courses President Morgan said: "A single dominant purpose will run through all the vocational courses. This purpose is to develop capacity for proprietorship and administration, to make men and women self-directing and the ones on whom final authority rests. The distinction between the proprietor and employee is one of kind and not of size. The

farmer on the forty acre farm, the village blacksmith with one helper and the housewife are proprietors and administrators of institutions. They must exercise final authority and judgment and need to develop the technique of proprietorship and administration.

"A chief research engineer may draw a salary of \$100,000 a year and yet need carry no responsibility as to the financial, commercial or personal policies of his firm. This common core of training for proprietorship will dominate all the vocational work in our college. We can express the situation by

saying that we have several vocational courses with one common element, or that we have a single vocational course, that of training for proprietorship, in which course there can be specialization, according to the class of work the student intends to follow.

"The vocational curriculum, so far as it relates to administration and proprietorship, will be developed so far as possible with the aim of having exactly the same studies applicable to training for administration in the various callings.

"Where a student shows his capacity and desire for going beyond the limits of the subjects offered in the regular courses he should be accommodated so far as is feasible through autonomous courses. In an auto-

neously wrapped by Miss Muriel Head, and her nephew, Bevil Tollenache. Looking out through a peephole (I was so prisoned that I could hardly walk, but the bathroom floor was slippery), I noted the smiling approbation of the guests, and heard them cry, "Bravo" when they read my legend, "Tres fragile." Returning to my room, I dismayed the porter and the maids by bursting from my cocoon and leaving upon the carpet a large pile of wrapping paper.

Lord Redesdale, formerly the Ambassador to China, is the writer of books of reminiscence. The youngest Redesdales were twins, Daphne, an imperious little girl of eight, one morning stamped her foot and cried out to her governess, "Miss Gajum, I will not study to-day! I quite refuse!" This was the governess who always wore a straw hat for coasting.

The five-year-old daughter of a Swiss general was a self-possessed doll in the shortest of skirts. When a big man seized her and threw her aloft she objected, "Arretez, Monsieur! Vous detrangez mes jupes!"

The Caux menu was vastly amusing. Among the Neoronian dainties served to us were veritable goldfish (as distinguished from the military edible that goes by that name), and cock's combs in salad.

At Twilight Park, in the Catskills, my relatives once entertained the father of the child poets, Dora and Elaine Goodale. Mr. Goodale interested me, as a boy, for these reasons: He lived in a chalet on the roof of a New York studio building, and actually kept Plymouth Rocks and Rhode Island Reds up there; he wore an enticing pepper and salt suit; he said "Good night" with distinction; and he slept in pink silk pajamas.

One time my aunts sent out invitations that read in this fashion:

"Bring a faggot, tell a tale, Ere the faggot-fire doth fail."

Among the guests was Josiah Flint, whose real name was Frank Willard, a writer on vagabonds. The tramps called him "Cigarette." He performed the feat of disguising himself as a Russian shrine pilgrim and visiting Tolstoi, with whom he spent a month.

Josiah Flint arrived at my aunt's party in company with a young woman. Between them they carried a good sized log, with a red ribbon tied about it.

"We are resolved," said Josiah, "to tell you the longest story you have ever heard." But the fireplace was too narrow for the log, and Josiah said that he would compromise by dropping a toothpick into the blaze.

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Half Time Will Be Spent in Actual Work in Factories, Banks and Business Houses or in Enlarging University Itself

mous course the student would be furnished with an outline of the course and with laboratory and library facilities and should have occasional access to the head of the department, in the manner of a seminar."

In his college scheme President Morgan is insistent on physical education as absolutely essential. "Probably 10 per cent. of the student's aggregate school time," he said, "should be given to this subject."

Summarizing the division of the student's school time, President Morgan allots 45 per cent. to cultural subjects, 30 per cent. to general vocational courses, 15 per cent. to special vocational courses and 10 per cent. to physical education.

## Industries Already Cooperating In Actual Practice of Plan

How much money President Morgan has raised for his enterprise has not been disclosed, but the rapidity with which the project is developing indicates that he will have a large fund available. His method does not require an initial outlay of millions. The main point has been to enlist the support of business and financial men.

He is already developing his plan into actual practice. At present there are about 200 students at Antioch. A dozen miles away is Springfield, an industrial centre, with rolling mills, factories, machinery plants and manufacturing establishments. President Morgan has arranged already with forty of these industrial and business corporations to enter into his educational scheme.

Dayton and Xenia are also near Yellow Springs, and it is President Morgan's plan to incorporate these business fields into his college scheme. Antioch College as it exists has a value of more than \$1,000,000. It has a large administration building, a recitation hall and two dormitories. These are the principal structures on the campus.

President Morgan is the son of a Western land surveyor, and under his father's tutelage received fundamental training to be a civil engineer. For a time he studied at the University of Colorado, but did not complete a degree course. By severe application to study and work he established a high reputation for engineering ability. In surveying the various fields of engineering he became convinced that what the country needed most were hydraulic engineers. So he applied himself to study along that line. When the great Ohio River floods occurred some years ago he was picked as the man to remedy the entire situation. This work was of colossal proportions. The great dams in the Miami Valley are monuments to his constructive ability.

President Morgan has been a prolific writer on engineering and educational topics. He was supervising engineer of the United States drainage investigation in 1907-9 and was in charge of designing reclamation works in Southern States. He planned the \$5,000,000 reclamation project for St. Francis Valley, Arkansas. In 1913 he was appointed chief engineer of the Miami conservancy district, that post being created to prevent a recurrence of the Dayton flood. President Morgan has planned and superintended the construction of 115 water control projects and drafted drainage codes for several States. He is only 42 years old. His wife was Miss Lucy M. Griscom of Woodbury, N. J., whom he married in 1911.

# Boyhood Days in Edison's Workshop

By V. V. M. BEEDE.

As a youngster, I spent many happy hours at the home of Thomas A. Edison. I never dared to converse with him; not that he was not a benevolent man, but he was very deaf, so that his children had to use his ear as though it were a long distance telephone. I once saw him, dressed in a frock coat, sitting on the grass under an apple tree, whistling and tossing windfalls into a tin pan. A more boyish and wholesome looking genius could not be imagined.

Little Charles Edison and I devised various games of our own, such as burying a tin cracker box of treasure on the mountainside. Theodore, the younger son, was the grief of his French governess, and had the audacity to jump into a bathtub of water after he had been made ready for the afternoon drive. Madeleine was a beautiful, imaginative child—a charming solo dancer, by the way. She wrote fairy extravaganzas that she and her little friends gave at Glenmont. The children's favorite toy was an ancient horsecar that Edison had whimsically placed near the outdoor swimming pool. In that anchored horsecar it was possible to go almost anywhere. The Magic Carpet was slow in comparison.

## Seeing the First Movie In Edison's Laboratory

For a treat, I was conducted into the innermost recesses of Edison's laboratory, that cave of the wizard. It came over me humorously that there was no danger of my disclosing any secrets. I was shown the first motion picture machine—the kinesiograph, a thing about the size of the money box on a trolley car. One gazed at the tiny pictures while he turned a crank. I saw one of the first, if not the first, motion picture; a horse was being led out of a burning barn.

I once spent the winter in Caux-sur-Terret, Canton Vaud, Switzerland. High above the Castle of Chillon and Lake Geneva there were gathered notables of every nation. These guests were like a happy family of children, and as no European travels without a fancy dress costume in his trunk, it was easy to get up a *bal masque* at Caux Palace. One of the many daughters of Lord Redesdale made a sensation of *Joan of Arc*, and played the dances on the piano without unbecoming her huge sword.

The first prize was taken by an English peer who dressed as an American cowboy, and danced the Kitchen Lancers; but I came near to taking a prize by appearing as a Brown Paper Package. I had been

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was among the guests that night, but he was a member of the Catskill colony, and to our boyish eyes a tall, silent, melancholy man in a sombrero and a soft shirt. His host was a physician whose wife had a way of taking the unhappy bard from cottage to cottage, placing him in full view of every one, and then reading from his works and those of M. Rostand, Mr. Kipling and others. While the reading was in progress our young eyes sought the buffet.

Two other public performers at Twilight made an impression on us boys and girls. Fabian, the elocutionist, pronounced, when we offered him chocolates, "Thank you, my dears. It is always a privilege to eat a bone-bone."

A large, middle-aged woman with a deep contralto voice, startled us by singing. "There, little girl, don't cry," as though the words were a prohibition.

Josiah Royce, the Harvard logician, was a rosy, dumpy little man, with a high forehead. He, too, wore a fearful, fearful clothes. And his lectures were dull. One afternoon a young author, inspired by Stephen Royce, aged 12, for his opinion of a manuscript story for boys. "Well," gravely responded the little philosopher, looking at the clock of the public library, "it's nearly time for my dinner, but I will read the thing. . . . As a story, it's fairly good, but the punctuation is rotten."

During the first two weeks of Hugo Munsterberg's course in psychology freshmen got the impression that they were listening to a German vaudeville comedian; slowly they became accustomed to his exaggerated dialect.

## "Copey's" Classes in Reading Made Gridiron Heroes Quake

"Copey" (Charles Copeland), Harvard's public reader *par excellence*, has a mordant wit. His popular voluntary classes in reading and speaking were a wreck to vanity and often caused gridiron heroes to quake at the knees. One of Copey's comments on a restless speaker was "Good Fido, lie down! Don't keep turning around!" George Lyman Kittredge, the Shakespearean lecturer, was likewise an authority in the classics and in early English. His was another rapturous tongue. One morning he stopped his lecture in order to call down the culprit coolly replied, "Sir, I had forgotten my notebook, and was pencilling notes on the margin of the newspaper. I will now show them to you."

Professor Kittredge apologized as thoroughly as he had reproved,